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A New Municipal Program. Edited by CLINTON ROGERS WOODRUFF. New York: D. Appleton & Co., 1919. Pp. x+392. \$2.25.

In 1913 the National Municipal League appointed a committee on municipal program. In 1915 this committee submitted a model city charter which was approved by the league. The present volume may be considered as a brief for the model charter and the municipal program which it represents.

Preceding the charter itself are fourteen chapters written by various members of the committee, elaborating, explaining, and defending the conclusions embodied in the document. Among the authors and their contributions are the following: "Experts in Municipal Government and the New Model Charter," by Abbott Lawrence Lowell; "Civil Service and Efficiency," by William Dudley Foulke; "Administrative Organization," by Herman G. James; "The Council," by William Bennett Munro; "The Franchise Policy of the New Municipal Program," by Delos F. Wilcox; "Financial Provisions of the New Municipal Program," by John A. Fairlie; "City Planning," by M. N. Baker; "Business Management for City Courts," by Herbert Harley.

The editor has been more than ordinarily successful in welding these parts into a coherent whole. The result is a book of reference valuable alike to the student and to the charter draftsman. Avowedly propaganda for the program of the National Municipal League, the book seems well calculated to fulfil its function.

The program itself is too well known among students to justify any attempt at critical comment in so brief a notice as this. But the general reader should perhaps be warned lest he be led by the inclusive title to expect discussions of housing, recreation, education, and other aspects of a complete municipal program which the present volume makes no pretense of treating.

STUART A. QUEEN

GOUCHER COLLEGE

Public Education in the United States: A Study and Interpretation of American Educational History. By E. P. CUBBERLEY. Boston: Houghton Mifflin, 1919. Pp. xxv+517. \$1.80.

The author announces this book as "an introductory textbook dealing with the larger problems of present day education in the light of their historical development." In it he has broken new ground in